

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Collaborative for Literacy Development and Kentucky Center for Mathematics: Update on Statewide Coaching Initiatives

Applicable Statute or Regulation:

KRS 158.645, 158.6451, 158.6453, 164.0207, 164.525, 704 KAR 3:304, 704 KAR 3:305, NCLB, Reading First

History/Background:

Existing Policy. Adolescent literacy and mathematics are priorities of the Kentucky Board of Education (KBE). Currently, the state has one state-funded initiative related to adolescent literacy, the Adolescent Literacy Coaching Project (ALCP). Funded by the Teacher's Professional Growth Fund, the ALCP initiative is implemented through the Collaborative Center for Literacy Development (CCLD) in partnership with the state universities. The mission of the Adolescent Literacy Coaching Project is to develop a statewide network of literacy coaches to support teachers in grades 4-12 by enhancing content area literacy instruction and practice to promote student literacy proficiency.

Over the course of two years, the participating literacy coaches earn 12 hours of graduate credit from one of the state universities. Currently there are fourteen districts, thirty schools, and four universities participating in this initiative. Summer academies use the *Standards for Middle and High School Literacy Coaches*, an International Reading Association (2006) publication, as a framework and focus on the following core content:

- Literacy coaching and mentoring
- Strategic planning
- Effective literacy instruction
- Content area literacy strategies

The Kentucky Center for Mathematics supports Mathematics Coaches by providing high quality training and sustained support for professional growth in:

- Developing a coach's identity as a **mediator of thinking** for individuals and for groups.
- Developing a coach's capacity to **effectively balance his/her roles** of coach, consultant, and collaborator.
- Developing a coach's **facilitative skills** and **leadership abilities** in order to support change within schools and/or districts.

A question for the board to consider is: How can the lessons learned from these two coaching projects inform future statewide learning experiences in reading and mathematics?

Staff from the Collaborative Center for Literacy Development and the Kentucky Center for Mathematics will be present at the April meeting to present this update.

Impact on Getting to Proficiency:

Coaches work to create the culture of professional learning and reflection on practice that are necessary for teachers to make the school-wide improvements in instruction that result in increased student achievement. The coach's role is complex and demanding, requiring knowledge and expertise in literacy and mathematics teaching, interpersonal relationships, adult learning, and systemic change. The coach's role is also continuously evolving as coaches navigate change within their school organizations and grow professionally in their partnerships with teachers.

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